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ABSTRACT

This report describes the development, implementation and evaluation of an Australian follow-through kindergarten year one program for children who had participated in an individualized, experience-based preschool program. Follow-through program development focused on planning a program that offered experiences compatible with those offered at preschool level. Objectives for the children, the teacher and parents were written. The kindergarten curriculum was reorganized in part by using preschool teaching practices as a guide to developing practices for kindergarten teachers. Much of the children's school day was activity based: within limits monitored by parents, kindergarten children were encouraged to follow their individual preferences in play and role play activities. Learning experiences related to preparation for reading, writing and mathematics were often incorporated into play episodes. In the year one program, parents helped children progress through work plans. Evaluation of the follow- through program allowed for both formative evaluation in kindergarten and the first grade, and summative evaluation at the end of the first grade. An attempt was made to assess the impact of the experiences offered on the growth of the children's competence in classroom functioning. A checklist (the Personal Behavior Scale), the PROSE observation instrument, and child study records were employed in the evaluation. Checklist data indicated that children's work satisfaction increased, that they more actively explored their environment and that they more ably protected their own interests while respecting other's rights. Increases were also found in the children's emotional stability, persistence in problem solving and willingness to take turns. (Author/RH)

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DISCUSSION PAPER

The Contemporary Australian Infants' Program: Development, Implementation and Evaluation

Jillian Belme

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Introduction

The challenge for the period 1978-1979 was to devise and implement a follow-through program for the children enrolled in the Contemporary program at preschool level in 1977. This meant adjusting program goals and implementation techniques to the routines, customs and expectations of the wider school community, while keeping intact the underlying principles of the Contemporary program as it had operated in the preschool. Program development was viewed as spanning the two years allocated, with program outcomes being measured summatively at the end of 1979.

The philosophy and underlying assumptions of the Contemporary program have been outlined in a separate document.* One essential characteristic of the Contemporary program was that the children themselves should have opportunities to be initiators of their own learning experiences. The program was also 'present oriented' (Elkind, 1970), which meant that daily learning experiences were based on the current needs of the children, as assessed by the teacher. Classroom activities were pitched towards the learning level of individuals, rather than to a set of pre-written curriculum goals.

The Contemporary program relied for success on a teaching style that favoured enrichment, rather than instruction, as a medium of learning (Elkind, 1973). The teacher was seen as a facilitator of the children's learning experiences. By setting up a flexible, open learning regime, by promoting the growth of competence in the children, the teacher attempted to develop independent learning skills and positive self-image in the children.

Within the context of the school's concern that children acquire specific academic and cognitive skills, there was an emphasis on developing the children's self-esteem through satisfaction in personal achievement and the acquisition of competence.

Educational Perspectives in Program Implementation

The placement of the Contemporary program within the primary school brought it within the scope of long accepted practices. Historically, within the Australian setting, preschools were viewed as being separate from mainstream schooling. The provision of preschools, located within primary school grounds is a relatively recent phenomenon in NSW. As yet little attempt has been made to reconcile the program of preschools to infants' schools, which are seen as having different emphases. For example, the teaching/learning practices and curricula of preschools have been built around general developmental principles, and individual treatment of children is an essential teaching strategy. Infants' schools, on the other hand, give more emphasis to developing skills in areas such as reading and mathematics by presenting a set of carefully graded curriculum experiences. Perhaps because there are more children entering the schools with preschool experience, the Kindergarten has relinquished its traditional program emphasising socialisation, and moved towards a program teaching skills.

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* See Mt Druitt Early Childhood Project Evaluation Report, No. 4.

However, the most recent statement of the aims and objectives of Primary Education in NSW, published in 1977, emphasised the importance of matching educational experiences to the developmental level of the child. It is an individual-centred curriculum emphasising the acquisition of certain skills eg. acquiring information, organising ideas, expressing feelings, communicating ideas, solving problems, clarifying values (Supplement to the Aims of Primary Education, NSW, 1977, p19). Implementation strategies focus on the concept of variety in resources, activities, and teaching roles. Evaluation is included as an important component for developing school policy as well as assessing the effectiveness of learning experiences.

While many of the changes in curriculum content and advances in curriculum materials have been documented by some writers (Bassett, 1974, Jacka, 1974) other changes in authority structure have had wider ramification for the status of teachers and the implementation of policy. Most decisions for curriculum selection and statement of school policy are made at school level. The school is seen as an active, responding component of the community, and school decisions are based on how the school views the target population and its needs. Schools are now encouraged to implement programs which suit the needs of the community and its children. Teachers are given greater independence in decision-making and autonomy in designing implementation strategies.

Within this climate, the major task was to set up a Kindergarten program which would 'flow on' from the preschool program. When the children attended the Kindergarten class, the experiences offered should be compatible with those offered at preschool level. The first step was to set up aims and objectives which would reflect both the principles of the Contemporary program as set up in the preschool and the main tenets of the educational policy of the infants' school. The school policy shared the same central philosophical viewpoint that determined program emphases in the preschool. The 'all-round' development of the child was important, implying concentration on social/emotional well-being and success in individualised activities. In addition, the school policy placed importance on developing good relations with the community. The element it added for the Kindergarten was a strong belief that children enrolled at the school would benefit from the acquisition of academic skills. The school, therefore, had a responsibility to provide experiences which would ensure that the children acquired competence in reading, writing and mathematics.

The concept of curriculum as interpreted by the Contemporary program was a dynamic one, and was not represented by a set of prescribed learning activities which all children experienced. Classroom practices served to define it rather than content, and there was scope to develop individual patterns of learning for individual children. Much depended on the teacher and her ability to set up a democratic regime in the classroom, and to implement and evaluate individual learning programs for different children.

General Aims and Objectives of the Contemporary Program for 1978-1979

Towards the end of 1977 objectives were drawn up for the three groups of people who would be affected by program implementation; the children, the teacher and the parents.

A. Objectives for the Children

General objectives for the children in the treatment group were stated with the guiding principles in mind. They stressed the eclectic nature of objectives in the Contemporary program where socio/emotional development was emphasised as a prerequisite for effective cognitive and academic learning. Experiences were planned to expand the children's knowledge and use of cognitive concepts, and to develop their skills in reading, writing and mathematics.

The objectives were:

1 a) To provide an individualised set of experiences for each child that fosters the development of emotional well-being and personal, social and cognitive skills.

b) To set up a suitable context for these activities, that was based within the children's own experiences, but was expanded to include new experiences.

2 To cater for the development of each child's creative potential through interaction with materials, adults and other children.

3 To provide opportunities for each child to select and follow through activities independently.

B. Objectives for the Teacher

The central figure in successful program implementation was the teacher. A program such as the Contemporary program which emphasises sensitive, often unobtrusive treatment of interactions with young children, required careful development of the teacher's roles. A clarification of the teacher's role was crucial if continuity of experience was to be guaranteed by the children because preschool and infants' teachers typically have different 'role identification' (Bevan, 1976). Preschool teachers see themselves as supporting the child's socio-emotional development, while Kindergarten teachers view instruction in the skills areas of reading and mathematics as their primary function. The aims of the Contemporary program required that socio-emotional development remain the focal point of the infant teachers' concern in deciding the way in which the classroom was set up, the system of rewards used, and the methods used to promote children's independence. Towards the end of 1977, the teacher who would take the children in Kindergarten visited the preschool to observe the regime and program set up there, and to exchange ideas with the preschool teachers. It was hoped that these contacts would assist the Kindergarten teacher to adopt a child-development approach to classroom planning rather than a curriculum-centred one.

Finally, a meeting late in 1977 elaborated roles suitable for an infants teacher implementing the Contemporary program. Valuable roles for the teacher to cultivate were initiator, responder, facilitator and evaluator. For the infants' teacher the roles of initiator and evaluator assumed more importance than for the preschool teacher. These experiences provided the basis for the development of skills. The teacher planned and initiated classroom and field experiences for the children. Responder and facilitator are familiar roles adopted by preschool teachers working with the Contemporary program. These roles were stressed as a way of dealing with children's needs and promoting their development.

General objectives for the teacher were drawn up in relation to the roles of the teacher in classroom practice (see Table 1).

Table 1: Objectives for the Teacher of the Treatment Group, 1978 - 1979

Objective	Role
1. To work within an individual perspective of implementation and evaluation	EVALUATOR
2. To provide experiences to develop skills in individual children.	INITIATOR
3. To encourage parents to be present in the classroom, to assist in classroom procedures and to participate actively in the children's learning experiences.	INITIATOR/ FACILITATOR
4. To create a democratic learning atmosphere in the classroom	FACILITATOR
5. To create a social environment in which children feel free to converse and argue, and in which cooperation and interaction among children is promoted.	FACILITATOR/ RESPONDER

C. Objectives for the Parents

Parents had expressed the desire to continue participation in classroom activities with their children. Objectives for parent involvement emphasised roles that parents could play in the school and classroom and the services that the school could offer parents. For parents, the Contemporary program's objectives were:

i) to enhance and widen the skills parents have in interacting with their own and other children

ii) to inform parents of the range of content offered to children, and the methods used to achieve curriculum objectives

iii) to provide parents with feedback concerning their children's personal, social, physical and academic skills and abilities

iv) to allow opportunities for parents to meet together and discuss school-related and general educational issues as they affect their children.

Program Organisation

The main problem in implementing the Contemporary Program in the infants' school was how the skills instruction component was to be integrated within a child-centred program. Infants' school teachers tend to view instruction in the basic skills as a more important teaching role than do preschool teachers. Obviously, the working conditions of the infants' school affected implementation strategies, in that they reduced the options available to both teachers and children. Space limitations meant that the wide range of activities available to the children in the preschool could not be maintained daily in the infants' grades. In particular, important activities involving water, sand and painting, could not all be available at once. The children did not have regular access to a carefully developed outdoor area and adventure playground.

At all times though, the children had access to a balanced combination of activities designed to develop specific abilities, and allow for self-expression. The children could further their learning or apply their skills by participating in the more formal activities, or they could enjoy the exploration allowed by the free activities.

In 1977, the Contemporary program had been implemented in the preschool where the adult/child ratio was 1:10. In the infants' school, where class groupings were organised on traditional lines, the adult/child ratio was 1:30. Clearly, this condition affected the amount of personal attention that the teacher could give to individual children. While the children were at school all day, instead of half-day, this did not assist the Kindergarten teacher in her efforts to individualise attention, because her programming demands were greater and she was required to do face-to-face teaching all the time the children were at school.

At the beginning of the Kindergarten year, these factors seemed to indicate that program implementation strategies would need to be different from those used in the preschool. However, there was a great deal of growth in understanding program goals, and teachers showed sophistication and ingenuity in the measures used to implement program objectives. Classroom practices became much more informal as time went on, and the children enjoyed as much freedom in movement and selection of activity as they had in the preschool program.

Preschool teaching practices were used as a guide to developing infants' school teaching practices. The program was to be child-centred in that individualised experiences would be provided for the children to follow up in accordance with their own preferences. In particular, the children would be given opportunities to select and follow through activities independently. The importance of free activities in helping the child to become a self-motivated learner was recognised. In the infants' school, free activities included a selection of reading, writing and mathematics games as well as creative activities such as painting and collage.

Much of the children's day was activity based. The importance of play in the children's emotional, social and cognitive development was reaffirmed by influences encountered in implementing the program. Children were given opportunities to play out social and personal roles seen in the real world through make-believe games, dressing up and home corner.

Classroom procedures were devised to maximise interaction between the teacher and individual children. This was essential so that the teacher could understand the abilities and needs of each child, and so that the child could receive clear, appropriate guidance.

Early in the Kindergarten year, some learning experiences were carried out in small groups, with activities provided at different levels for different children. This organisation was established for reading and mathematics. All groups were formed on a social basis, i.e., the children who wanted to be together went together. While some learning experiences were planned group occasions, the ability of the children to learn independently was discussed and more autonomy in working alone given to those able to do so. This process continued throughout the year, with more and more children completing work alone so that in Year One, groups were dispensed with altogether. A flexible regime was established where individual children went about completing both set and free activities in a completely independent way. The result of the progress began in Kindergarten was that very few events were carried out routinely and that classroom events and procedures were closely tied to programming.

a) A 'Typical' Day in the Contemporary Program

It was possible for each child in the Contemporary program to carry out a different set of experiences arranged in a different way from any other child. A large section of the day was devoted to activities selected by the children. It is not possible therefore, to describe a routine, but it is more meaningful to recount a 'typical' day seen from the children's point of view.

On a 'typical' day, children were often in the classroom before school officially began, carrying out self-selected activities. When the day formally began, all children congregated in the 'home area' - a cleared space in the centre of the classroom. A variety of activities were carried out here at the suggestion of the children. It could be a show/tell time, a listening time or a singing time - whatever the children decided would be interesting to do that day. At this time, there was a discussion of what the day's tasks would be and what planning needed to be done to carry them out. For example, the materials that would be needed and where they could be found were discussed.

The tasks were set out on task cards which were displayed prominently in the classroom so that children could consult them at any time of the day. Examples of task cards are shown in Table 2.

There were different task cards for different groups of children. The tasks differed in number and complexity to cater for individual differences among the children. The children completed the task in their own time and they were responsible for finishing the set tasks of their own accord. The children were free to choose work companions and the time at which they would do particular tasks. The only rule relating to task completion was that the tasks must be finished that day.

TABLE 2: Examples of task cards

1. Draw a picture	1. Sounds cards on teacher's table	1. 1 writing card
2. Play with shapes	2. Double Dice game	2. Book and tape
3. Read a book to the teacher	3. Write a story	3. Read a book
	4. Read a book to the teacher	4. Number stencil box
	5. Number stencil Box 4	5. Make a list of words with 'ing' at the end
		6. 2 work cards
		7. Play draughts with your group

The groupings served only to define the tasks to be done, and were very small, say three children. This meant that the tasks to be done were suited to the cognitive abilities and work skills of the children. As the year progressed and the children's skills and knowledge grew, the tasks increased in number and complexity. For example, one group of children began with four tasks and by mid-year was comfortably completing eight tasks. On the other hand, another group of children began with one task and by mid-year was completing three or four tasks. All children showed growth in the number of tasks they could finish. The content of the daily tasks was determined by the needs of the small groups of children and noted by the teacher. The overall, or 'this-is-what-we-will-do-tomorrow' view was avoided.

In the remaining time after the completion of set tasks, the children were free to select any classroom activity. A wide range of materials/activities were available including craft and home corner, water play, puppet theatre, classroom shop, painting easels as well as the standard classroom materials - toys, construction sets, books, reading games. To illustrate the flexible routine allowed for children in the Contemporary program, an account of a day's activities enjoyed by one boy in the program is set out in Episode 1.

b) <u>The Role of the Teacher</u>

In addition to the assessment and planning duties outlined earlier, the class teacher exercised a general supervisory role and also worked with individual children or groups of children who needed assistance or extending. This was done informally and other children who were not initially asked to participate in an activity often clustered around to join in. These group times happened spontaneously and often grew out of a request for help. They were not a regular occurrence, and were teacher-initiated when a specific need had become apparent from child study notes collected on a previous day.

Open approaches to classroom learning are often criticised because the standard of neatness of the children's work appears to be lower than that achieved by more structured methods. Rigid standards of neatness were not insisted upon in the Contemporary program because they could not be maintained as ends in themselves. However basic levels of thoroughness and neatness were encouraged. If the teacher felt that a child was

Episode 1

Child 'K' - 20th March, 1979

9.30	Always a happy welcome to teacher. Eager to listen to everyone's news. No news himself.
9.40	Chose pasting corner. Made a picture of "a house". Made a kennel - said "Kanel".
9.50	Read to Mrs P. "What I can do" - eager to go. Mrs P made him a book to read - 2 captions "I can - I can - " Excited about Mrs P's visit - wants to go again.
10.30	Helping Adam make a TV set. Had some good ideas about how to cut box "Get Mrs Y to do it, she's got big scissors". As the scissors wouldn't handle it - asked Mrs H - terribly disappointed when told "I'm busy right now - I'll do it later" - returned to ask Mrs Y - got it done - pleased.
11.15	Returned with Adam to project. Had better organisational ideas than friend - "You've got to make the pictures tell a story" - wanted to include a sentence somewhere.
12.00	Ready to present to groups. K did most of the work - had most of the ideas. Willing to complete the job. K was outraged when Adam co-opted P.J. to "hold" the TV which then allowed Adam to watch and not help. K insisted Adam join in - Adam only flittered.
1.35	Word games.
2.00	Completed his writing assignment.
2.35	Independently moved to completing his second task - writing a story.

'skimming' the tasks set and not reaching a reasonable standard, that child was individually counselled, unobtrusively and privately by the teacher, while both are completing some classroom chore, for example. External systems of reward and punishment were not part of the Contemporary program because they do not engender intrinsic motivation in the young learner. Rather, adults working in the program strove to give the children confidence through acceptance.

Little classroom discipline was necessary in the Contemporary program since the children were given freedom to determine their own activities. Disciplinary measures were always directed towards individuals rather than the group and were justified by appeal to the rights of other individuals to undisturbed learning and exploration times. Individual children needed individual measures, and negative measures such as exclusion from a favourite activity, or loss of play time, were not used.

c) Parent Involvement

Parent involvement in the school setting is seen as useful for children of this age group. However, parent involvement was crucial to the successful implementation of the Contemporary program in particular. In a classroom where the development of self-sufficiency in learning in the children was a major objective, it was a contradiction to set up an authority to enforce rules. Something had to take its place, since the teacher could not meaningfully relate to thirty children on an individual basis all day every day.

Specific experiences were offered to parents to increase their knowledge of the aims and objectives of the Contemporary program and to explain classroom procedures to them. Workshops were arranged on various topics to broaden the parents' knowledge of schooling and to assist in developing the home environment into one complementing experiences at school and vice versa. Workshops were planned throughout Kindergarten and Year One and were very well attended. The program of one of these workshops is presented in Table 3.

Parent involvement in the classroom in 1978-79 was designed to enhance the achievement of the program's goals for children. For example, the development of persistence and the organisational ability to structure learning experiences were important goals for children in the Contemporary program. Parent involvement was seen as facilitating the development of these skills in children. Close association and identification with a sympathetic person appeared to be necessary to develop responsibility in some children in the group.

In the Kindergarten year, each parent was allocated a small group of three or four children whom they assisted in completing tasks which may have been set by the teacher or initiated by the children. Parents functioned as a point of contact and would intervene if children's activity became non-directed and diffuse. They assisted in helping children complete individual tasks and to sequence a series of tasks.

TABLE 3: Program for Parent Workshop, April 1978

TOPIC: Play in Learning

1. Introductory Issues

   a) The importance of continuity of program in preschool to infants.
   b) The central place of play in preschool and Kindergarten programs.

2. Children's Learning and Play

   Opportunities for developing:

   a) personal skills, eg. improvement of self-image, pride in achievement;
   b) social skills, eg. co-operation in tasks;
   c) cognitive skills, eg. mathematics and reading through manipulation of everyday and self-correcting materials;
   d) language skills through interaction with an adult on a task.

3. Activity-centred Learning

   a) Provision of activities that child can work through independently.
   b) Viewing of videotapes showing child's free play situation - discussion of child/child, child/material interaction.

4. General Discussion and Questions

In the Year One classroom, a more individualised approach was taken. Individuals were assigned to a parent who would assist them to get through their work plan. Each parent was responsible for two-three children, although on occasion a parent would work with an individual child who particularly needed assistance. The individual contact served to enhance the child's self-esteem, because the child responded to the genuine interest shown by a parent.

Parents were encouraged to observe the children and comment briefly on their performance to the class teacher to assist her with further planning. The depth and scope of these comments grew as parents became better acquainted with the children in their care. More importantly, some children showed growth in personal skills because of the contact with a parent. This process was recorded by the class teacher, in Episode 2.

Episode 2

> Two children in particular have benefited from contact with a parent. C became much more co-operative and improved in his attitude to work through consistent contact with an accepting but firm parent. Another child S, became much more constructive in her work habits after some sessions with the constant attention of a gently guiding parent. Both of these children look forward to parent group time, and their development is felt to be in large measure due to the relationship they have with an interested adult who can give them the specialised,sustained attention a teacher cannot afford in a busy day.

Curriculum Planning

The main objectives of the Contemporary program lie in the affective domain rather than the cognitive domain (Bloom, 1966). Objectives in this domain are developed and attained by procedures rather than by instruction in content areas. Much curriculum planning in the Contemporary program is centred on the provision of a suitable learning environment and the encouragement of independent exploration behaviour in the children. Play provides for most of the child's learning experiences in the Contemporary program, indeed the environment is structured to encourage play activities.

In the Kindergarten and Year One stages of the program, play activities were designed to support the emotional growth of the child. Role play gave opportunities for the children to play powerful or dominant roles, to counteract feelings of helplessness or control by others. This was seen as an important process in the development of autonomy and self confidence which were major objectives of the Contemporary program. Play helped children express their feelings, overcome anxiety and work out conflicts. The social benefits of this type of play for this age group were considered important. Through play children learnt to take different perspectives, to see the world from a different viewpoint. The cooperative aspects of group play developed the child's social interaction skills and the increasing complexity of the play situations constructed by older children provided cognitive challenge. Children acquired information and developed logical thinking through play in situations requiring planning, imagination and selection from different options available.

Opportunities for role play and creative experiences with materials were always available to children in the Contemporary program. While many play activities were absorbing and did not require adult participation, teaching strategies were suggested by the program's emphasis on play. For example the teachers involved with the program were conscious of the need to provide play materials which were novel, stimulated investigation and exploration and developed manipulative skills. In addition, teachers used play situations to observe children, to plan other class experiences and to assist children with planning and structuring projects. When the time and conditions were appropriate, teacher behaviours included participation and perhaps open-ended questioning to suggest further possibilities.

Learning experiences were often incorporated into play experiences. A play experience in the classroom may incidentally become a vocabulary building experience, for example. In this way, the information normally regarded as 'curriculum content' was often informally transmitted. Teachers were alert to these possibilities and play was seen as a constructive learning whether the teacher participated or not. The role that play could take on any particular day can be seen from a section of a child study reproduced as Episode 3 of a child 'G' taken from the observations of the teacher in a day early in the year.

b) Competence in Skills

An important component in the learning environment were materials designed to assist the children in acquiring competence in various skills eg. reading, writing and mathematics. The growing control that the children exercised over their environment as they mastered these basic skills became a source of self-confidence and self-respect. The Contemporary program emphasised that the initial step in the process of mastery was to help the children to an acceptance of their first efforts and to assist them in learning and using new skills.

The school assumed responsibility for programming the major skill areas, reading and mathematics, because the selected programs would continue throughout the infants' grades. The basic skills were engendered in children through contact with a wide ranging subject matter suggested by the current interests of the class group arising from a shared experience, eg. an excursion, or focussed on the needs of particular individuals within the class. Content was arranged in themes except

Episode 3

Child 'G'

9.20	Busy organising class for Show and Tell. Told news about her brother playing League and Soccer. Very proud of her brother.
9.45	Set to first task. Wrote story - drew it - wrote about her brother - good pictures.
9.50	Second task begun - chose a book "Where is Timothy?" Read to teacher - good attempt - first time.
10.30	Completed task three - Writing cards - very good.
11.15	Making a book about gardens. Stories for each page. Read it to group.
11.50	Water play - interested in counting and tabulating number of scoops to fill different countainers. "If you don't fill up the scoop properly you'll have to use more turns to fill up the jug".
1.40	Word games - completed four boxes - could read all words - recorded them on paper with a picture "to show Mum what the words are".
2.10	Playing Memory Card game with Raylene - getting on well - has good memory for this game.
2.40	Wanted to tidy up Home Corner. Good job done.
3.00	Now wants to tidy up the whole room - could do it easily - good organiser, worker.
3.10	Wanted some "homework". Gave her some (eg. words to write).

where this process was an artificial one. The reading series 'Ready to Read' and the mathematical program 'TRIAD' formed a central core of activities carried on in the classroom, and numerous supplementary activities were planned. A wide range of available materials and activities ensured that separate individual programs could be designed for children with different needs. A summary of some of the reading activities planned for the children in Kindergarten and Year One is presented in Table 5.

TABLE 5: Summary of the Reading Skills Program, Kindergarten and Year One

Skills	Reading Activities
1. Left to right eye movement Nursery rhyme charts Pattern copying with beads	1. name cards 2. sight words 3. classroom captions
2. Visual discrimination Finding the object that is same/different in an array Matching pictures/sentences/words	4. picture/word matching 5. Frostig Program 6. name recognition
3. Auditory discrimination Identifying environmental sound Tapping tunes Identifying people from voices	7. caption book reading 8. 'Breakthrough to Literacy' 9. sight words worksheets based on Breakthrough to Literacy words
4. Phonics Identifying and recognising single sounds/consonants Identifying and recognising consonantal blends, digraphs Forming word families	10. Breakthrough to Literacy 11. Basic Reader (Ready to Read Series)
5. Syllabification skills	12. Extension Reader (eg. Mt Gravatt Series)
6. Comprehension exercises Sequencing skills	

The reading program for the Kindergarten class included pre-reading development activities in visual discrimination, auditory discrimination and exercises in left-to-right eye movement. Some activities merged into the reading program based on 'Breakthrough to Literacy' for initial skills training, followed by the Methuen 'Ready to Read' program for basic reading. Supplementary activities to the reading program included extension readers, sight words, caption reading and language games and puzzles. In Year One, the emphasis was on developing word attack skills, reading and research skills.

The role that reading played in the implementation of the Contemporary program can be seen by describing the experiences in reading and language activities that a child had on one day in the classroom. Reading, like other activities, was integrated into ongoing events. The child described 'R', carried out many self-initiated reading activities during the day, as shown in Episode 4.

Episode 4

Child 'R'

9.40	Read - The Fire Engine - good. Very soft voice.
10.10	Joined group making rhyming words from sounds on cards. Knows single sounds.
10.30	Visited building tray. Joined group well - well liked by others.
10.40	Decided to start writing task - very good writing, clean and neat. Proud of own work.
11.15	Playing dice game in playground. Very obliging - lets other have another turn if their number was low.
12.00	Loves to sing. In home corner. Chose activity card "wash the baby" - competently 'washed the baby', singing at the same time 'to keep the baby happy so it won't be scared of the water'.
1.30	Wrote a story. Drew a picture. Task 2. Talking the whole time to others at the table - but not disturbing - others listen to her.
2.10	Came to teacher - just stood around - then began conversation - "Can I do a job?" - found her a sorting job in flashcard box. After that wanted to read another book to teacher - but would "go and read it in a quiet place first".
2.15	Read Grandma Comes to Stay. Good. Very pleased when invited to go on to yellow books.

Mathematics

Sequential development of skills in mathematics was an important objective in the area of cognitive development. The Australian kit TRIAD, was used to cover the core of the mathematics curriculum. It is a comprehensive scheme including group activity in numeracy and concept development. During the Kindergarten and Year One stages of schooling, the child is beginning to develop the mental operations of addition and subtraction. Many experiences in these years were activities with

concrete material in classification, one-to-one correspondence and seriation. These activities gave the children essential practice in forming combinations and logical groups before they were required to use them in abstract form eg., in the mental operations of adding and subtracting. The areas of mathematical knowledge* treated in 1978-79 are set out in Table 6.

TABLE 6: Major Areas of Mathematics Treated in the Contemporary Program 1978-1979

CLASSIFICATION	SERIATION
(collection, categorising naming of categories) i) collection of sets ii) formation of sets on a common characteristic iii) comparison of sets iv) the empty set v) matching sets vi) inclusion vii) union of sets viii) one-to-one correspondence ↘ NUMERATION i) ordering sets according to number ii) counting sets and recording iii) number formation (Cardinal) iv) ordinal number v) the empty set and zero ↓ OPERATIONS i) addition and subtraction combinations 2-10, using discrete materials ii) multiplication operations using everyday objects	(comparison) i) comparison of several sets ii) ordering sets iii) sequencing sets ↙ MEASUREMENT i) comparison of quantity 1) length 2) capacity 3) weight ii) discovering units of measures iii) graduation and approximate measures

The emphasis in planning experiences in mathematics for children in the Contemporary program was on leading the children to make discoveries through their own actions. In addition the development of appropriate language to express these operations was enhanced and the recording stage was an essential part of all mathematical experiences. Suitable pictorial and graphic methods of recording mathematical operations were developed. At the Year One level the ability to carry out mathematical operations with a variety of concrete material was emphasised with unifix cubes, cuisenaire rods and everyday objects being provided. Some activities used are presented in Appendix A.

* This organisation was suggested in Williams, E.M. & Shuard, H. (1970) Primary Mathematics Today. London: Longmans.

Program Evaluation

Evaluation was designed to demonstrate the effectiveness of the program as implemented. The Contemporary program has a broadly-conceived curriculum, with both long-range and short-term goals. The long-range goals include the development of self-confidence, initiative and task persistence in the children. Therefore an attempt was made to assess the impact of the experiences offered by the program on the growth of the children's confidence, spontaneity and competence in classroom functioning.

There are well-documented methodological problems involved in attempting to assess feelings of self-confidence in young children at this age (Gordon, 1965). For example, difficulties become apparent when attempting to get young children to understand what is required of them, and in differentiating a truthful as opposed to a socially acceptable answer. Moreover,children's judgements of their feelings are unstable at this young age.

The children's socio-emotional development was the major area of interest in the Contemporary program. It was consistently monitored through child study and observation, and summatively assessed at the end of Year One. A checklist, the Personal Behaviour Scale, was devised as the major evaluative instrument. It was used both formatively and summatively. The Personal Behaviour Scale was administered at mid-year in Year One, and the results used to assist in devising individual plans to enhance each child's development on behaviour in the socio-emotional domain. The second data collection in November 1979 was used to summarise the achievement of the group in the behaviours comprising the scale. On both occasions the class teacher was the evaluator and completed the scale.

With the introduction of specific skills into the classroom experiences of the children eg. reading, mathematics and writing, cognitive achievement became a more significant short-term variable. The school independently assessed the children's performance in these areas.

It should be emphasised that formative and summative evaluation are not necessarily separate and independent of one another. The central strategy in evaluation for the Contemporary program is formative and diagnostic. The program plans experiences for the individual child, and assessment of each child's need is the most important aspect of program evaluation. The role of the child study in program evaluation illustrates this point. The child study was the central evaluative device in the Contemporary program. The individual child's needs were assessed through child study, and classroom experiences were planned and recorded in child study format. Information gained in the child study process was used as basis for making judgements on the Personal Behaviour Scale, the instrument used to measure the children's socio-emotional development.

The evaluation model allowed for both formative evaluation in both Kindergarten and Year One, and summative evaluation at the end of Year One. There were two specific aims for evaluation activities:

i) to provide information from which classroom practices that would achieve program objectives that could be developed;
ii) to assess the socio-emotional development and cognitive achievement of individual children within the program.

The times at which data were collected during 1978-79 are shown in Table 7.

TABLE 7: Data Collection for Evaluation of the Contemporary Program 1978-1979

	Kindergarten 1978	Year One 1979
January	Child Studies	Child Interview
February		
March		Child Studies
April		
May		
June		Personal Behaviour Ratings
July		
August		
September		
October		
November		Personal Behaviour Ratings
December		Achievement Data

The Learning Environment and Atmosphere

In the Contemporary program the classroom environment is a key factor in developing or promoting many of the personal characteristics valued by the program. It is doubtful that spontaneity, for example, could be progressively developed by a set of planned learning experiences. Rather, the teacher attempted to provide an environment and atmosphere designed to nurture spontaneity, creativity, independence.

Process evaluation was particularly important in the Contemporary program which did not emphasise specific identifiable gains among its outcomes, and whose implementation strategies were intended to foster individual development. This meant that similar outcomes were not expected for each child in the program. One of the major objectives of the Contemporary program was to develop a positive self-concept in each child. This can be facilitated by general strategies such as the creation of a positive socio-emotional climate (Withall, 1969) in the classroom, or by specific features of teacher/child interactions such as the attitude or role that the teacher adopts. Process evaluation can identify whether the regime set up in the classroom assists in the development of self-concept and independence or resists it.

The PROSE was the observation instrument used to measure interaction patterns in the five programs set up by the Mt Druitt Early Childhood Project. This instrument checked that the programs had been set up according to intended objectives. Data were collected in July in 1978 and 1979. Because the development of programs in the infants' school was to take two years, the refinement of emphases in classroom climate and functioning could be traced on relevant dimensions of the PROSE.

The teacher adopted the role of the facilitator of learning experiences within the Contemporary program. Children were encouraged to initiate and carry through their own learning tasks and projects, in order to develop independence and task persistence. In both the Kindergarten and Year One levels of implemention, opportunity was provided for children to work independently at tasks (Table 8).

TABLE 8: Percentages of Time Spent by Children in Interaction and Independent Work

	Kindergarten	Year One
Teacher/Child Interactions	40.96	17.78
Child/Child Interactions	35.07	29.81
Child Alone	23.97	52.41

The child worked alone 52.41% of the time in Year One indicating that the teacher was adopting an indirect, supportive role in the classroom. The higher level of 'child alone' instances in Year One than Kindergarten indicates a development of the teacher's role during the two years of implementation. In addition, it is possible that the children became more self-directive over the two year period; this was assessed separately.

In both the Kindergarten and Year One levels, many more learning experiences were child structured (i.e. selected and set up in the child) than teacher structured, (i.e. laid down by the teacher) - (see Table 9).

TABLE 9: Percentages of Teacher Structured and Child Structured Acitivities

	Kindergarten	Year One
Teacher Structured	26.30	33.88
Child Structured	73.70	63.89

One of the major objectives in setting up the Contemporary program was that the children should be able to select and follow up activities independently. The increase in teacher-structured tasks in Year One, reflected a growing emphasis on more 'formal' tasks i.e. reading, writing and number, while some of these were planned by the teacher; children still had plenty of scope for choosing activities for themselves.

PROSE described the nature of the children's activities, highlighting the essential characteristics of the Contemporary program as implemented. Table 10 sets out for Kindergarten and Year One, the kinds of activities that children used in the classroom.

TABLE 10: Type of Activities for Children*

Description	Kindergarten	Year One
Idio	60.00	49.44
Divergent	19.52	36.67
Convergent	28.68	29.81
Social	60.14	17.59

* As percentages

Interesting trends are revealed by these figures. 'Idio' represents activities where the child is doing 'his own self-selected activity.' In both Kindergarten and Year One at least half of the activities observed were coded 'idio' reflecting an important element of Contemporary program. Children were given a great deal of freedom to carry out activities of their own volition. A major objective the Contemporary program was to develop the creative potential for each child by providing suitable materials. This is reflected in the provision of divergent activities, where the outcome was defined by the child. There were more divergent activities provided in the Year One classroom, although the Kindergarten program contained more 'idio' activities, some of which may have been self expressive. The percentage of emphasis on convergent activities remained stable. About 30% of the childrens' time was spent in completing tasks which had a defined outcome, such as work sheets for the teacher, or self-correcting puzzles.

The frequency of social activities eg. conversation, cooperation on a shared activity increased as the program was developed over the two years. The Kindergarten program focussed intensively on individual children, hence the high 'idio' (60% of interactions) and low 'social' (6.14% of interactions). Implementation strategies were developed to shift this emphasis a little, so that in Year One 49.44% of interaction were 'idio' and 17.59% were 'social'. The development of the program over the two years was essentially a refinement of emphasis, and teachers showed an acute awareness of the atmosphere their actions and statements created in the classroom. The determination of a suitable classroom climate and tone was vital if the major objectives of the Contemporary program in developing independence, spontaneity and self-confidence in the child were to be achieved.

2. The Child Studies

The collection and maintenance of child study records provided the basis for planning and evaluation within the program. Systematic records of children's behaviour were kept, and in addition, daily notes made by the teacher were used to make decisions about the provision and arrangement of material, how to use other resources such as parents and the matching of tasks to the individual child's ability. The uses made of child studies illuminate the structure and conduct of the program and show the essential processes used in individualising experiences within the program.

The child studies were used to collect information about individual children and to chart their development. The teacher used the major categories of transaction that can be observed in the classroom i.e. child/adult, child/child and child/material(s) transactions. This task required intensive observation of the children in the class while they were involved in a wide range of activities.

The child studies provided information about the growth and development of personal and social skills in interaction of all kinds. It was not possible, nor desirable, to compare children directly in these areas. However, differences in the children's learning styles in interaction can be seen in the excerpts from four sample child studies presented below.

1. Child/Child Interaction

a) Child T works well with a variety of children. Initially a little shy, he has become more natural as his confidence has developed. He works well in a group situation, sharing materials and offering alternative suggestions for play. He is beginning to rely on one or two people for constant companionship.

b) Child D plays mainly with a small group of friends, but mixes quite happily with other children. D's interactions are confident. D works well in a group, sharing equipment and knowledge.

c) Child G is a little shy with other children, and frequently plays alone, or on the fringe of a group. G plays well with others, sharing materials etc., - but play is always more involved and imaginative when alone. G has recently discovered the ability to entertain other children and enjoys this (when safely in a field he understands).

d) Child M is beginning to initiate interaction with other children - but he does so very quietly. He tends to rely on others' ideas. M works well with other children, generally sharing material and information.

2. Child/Teacher Interaction

a) Child T is still shy when approaching the teacher and usually gets someone else to ask on his behalf. When approached by the teacher, however, he is more open and happier to discuss his activities or needs. He generally seeks teacher acceptance before beginning an activity.

b) Child D responds well to teacher contact. D will talk freely and openly and will decide upon a course of action with the teacher. D freely approaches the teacher when seeking information or approval, but does not depend upon teacher to initiate activities.

c) Child G's contact with teacher is always very polite and a little restrained. Lately it has become much more frequent and he is beginning to share knowledge and experiences. When contacted by the teacher, G responds openly, but shyly. Usually asks permission before beginning an activity.

d) Child M still approaches teacher hesitantly, and usually only to request equipment, or to ask permission to initiate an activity. Is beginning to initiate activities more successfully, but still requires encouragement.

3. Child/Material Interaction

a) Child T is happy to initiate his activities once he has gained approval. His first choice is usually drawing or some form of construction activity, such as plasticene or paper skills. He works with a friend, rarely by himself, and completes the same object as that friend's. He is usually happy to discuss his work, as it is often quite imaginative and he enjoys class and teacher approval. Often the object is completed solely for the purpose of showing the class.

b) Child D prefers to work with reading - based equipment, with which she is most confident. D also spends time practising writing and reading skills and drawing ability. Recently D has become interested in construction material which she uses purely for the pleasure of constructing, rather than for creative play.

c) Child G uses a wide variety of materials and seems to enjoy drawing as well as creative play and outdoor activities. He favours the dressing up corner where he changes character completely to entertain the whole class.

d) Child M enjoys drawing, or using small construction material (such as animal shapes) and jigsaws. He prefers to initiate activities that he has been previously successful with.

These reports contain interesting and vital information concerning the children's learning styles and preferences that is not revealed by cognitive tests. Often, shortcomings in academic learning can best be remediated by adapting the style of presentation to the learning style of the child. The program emphasised that the child who is the motivated, independent learner, who is secure in relationships with people will be the successful school learner.

In addition, the child studies formed an integral part of the day-to-day planning in the classroom. To facilitate planning for individuals the teacher would devote a whole day's observation to each child in the classroom. The child's activities and interactions were recorded for the day. This focussed attention on individual children in a social, work-oriented context, and observation illustrated the cognitive difficulties and social interaction problems some children were having. An example of one child's observation record appears in Episode 5.

Episode 5

9.30	S is very disruptive this morning. Not prepared to sit and listen to others tell their news. Gave her some equipment to set up - preferred this.
10.00	Has been rejected from two groups - drawing boards (kept scribbling on others work) and Maths Games (hid the dice, snapped several counters by putting them partly down cracks in the floor - then bending). Asked where she would like to go next - outside to playground to use target. Sent T. with her - no problems. Moved to clown, then number steps.
11.15	Asked for paper to make a book - no topic - scenes of pictures - people, houses, cars, animals - described each - didn't want to write a story - not even if Teacher wrote it from dictation. Put book in bag.
11.50	Enjoyed outdoor P.E. activities - good at skipping with a big rope. Responded well to praise.
12.25	The first time she has been observed being invited to sit with the "in group"
2.00	Asked by teacher if she would like to read to teacher - yes. Chose big caption book - 'Mother' - used picture clues - but completed the book and was pleased.
2.10	Went to chalkboard - rubbed out all sections - used only one small section.
2.30	Visited Home Corner - used telephone most of the time.
3.10	Stayed behind to help pack up equipment.

This information, together with impressions formed by the teacher from experiences on other occasions, was the basis for devising an 'individual plan' to assist S with developing self-confidence through competence in school tasks and acceptance into some of the friendship groups in the class (Episode 6).

Episode 6

Individual Plan - Child 'S'

1. Use of systematic praise to build confidence and encourage use of a wider range of activities. Also to develop task persistence.

   Both general and specific praise to be used. This is considered an interim measure until S can complete daily workloads. Praise will then be reduced.

2. To improve S's reading, and occasionally to bring her to the class's attention, a 'letter' will be written to her by the teacher or another child.

   (General: a 'post box' set up for class use as a reading/writing activity.)

3. A physical education task to be included in S's set of tasks as she enjoys physical activity and does achieve well at them.

3. The Personal Behaviour Scale

The main objectives for children in the Contemporary program concerned the development of behaviours and attitudes that revealed a positive self-concept. A positive self-concept was considered essential if the young child was to become a self-motivated, effective learner.

The Personal Behaviour Rating Scale (See Appendix C) was designed to assess the level of development each child showed in the areas of personal development, emotional stability, group participation and dependability. Each scale contained items assembled as a representative set of behaviours for that scale. The items were constructed as bi-polars, and are scored on a four point scale. The checklist represents an assessment of each child's personal motivation.

The main scales were suggested by taking an overview of scales already developed for this purpose. Behaviours represented by items in each of the scales are shown in Table 11.

TABLE 11: Structure of the Personal Behaviour Rating Scale

Area	Behaviours
Personal Development	Independence Curiosity Initiation Feelings about self Producing and creating Dramatic play
Emotional Stability, Work Habits	Self organisation Relationship to teacher Reaction to guidance Problem solving Frustration tolerance Attention span
Group Participation	Co-operation Interaction with other children Respect for rights and needs of others Sharing and taking turns
Dependability	Acceptance of classroom and group limits Responsibility in carrying out tasks Acceptance of responsibility for an action

The scale was administered twice during the year, in June and November, based on the teacher's observation of the children and the classroom setting. The November assessment represented a summative statement of the children's development in the areas measured by the Scale. The data were analysed using the Macquarie University X-Scale program which generates Likert style statistics for each behaviour, rated on a four point scale between bi-polar behaviours. A mean rank for each behaviour was obtained. These results are presented in Table 12, full results are set out in Appendix C.

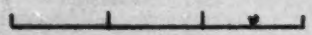
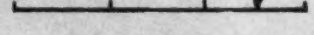
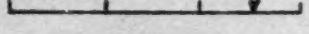
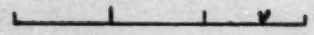
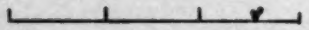
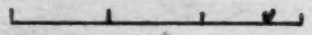
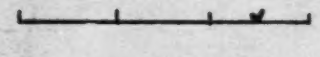
This type of analysis gave an excellent profile of the personal and social development that the group as a whole presented to an observer. Children in the group achieved a very competent level of functioning in the behaviours which measured their personal development (Items 1 - 10). The mean ranks obtained for each of the ten behaviours comprising this scale ranged from 3.42 to 3.65. On some of the items central to the major objectives of the Contemporary program, the group achieved very well. For example, they were self-confident rather than timid (3.54), self-reliant rather than dependent (3.42) and self-motivated rather than dependent on adult approval (3.54). In behaviours relating to classroom practices, the children demonstrated that they could initiate and carry through activities alone (3.46), that they were creative and innovative (3.62) and that they were creative in dramatic play (3.62).

In the six behaviours representing emotional stability/work habits (Items 11-16) high mean ranks were achieved, ranging from 3.35 to 3.73. The children remained alert and interested (3.73) and flexible (adjusted readily to changes in classroom routine) (3.73). The democratic regime, set up in the classroom recognising individual motivations and needs, probably contributed to this result. The children responded to cognitive challenge presented by the program, and were persistent in solving problems (3.35).

Participation in classroom life consisted of two groups of behaviours measuring group participation (Items 17-20) and dependability (Items 21-24). Results on items measuring group cohesiveness eg.(generally accepted by the group, 3.77) and sharing behaviours eg.(always willing to share, 3.13) were high. This indicates that the children's independence in work habits was not gained at the expense of positive social development. In addition, individuals within the group were willing to accept responsibility for their own actions (3.65), to obey classroom rules even when the teacher is not present (3.58) and to complete classroom chores without supervision (3.19).

The group of children involved in the Contemporary program showed a growth in these behaviours during the year. This development can be seen when the ratings of the June assessment are compared with those of the November assessment. These results are presented in Figure 1. The mean rank was higher for every behaviour at the November assessment than at the June assessment. There were three items on the scale on which the group showed a growth and development. They became more satisfied with their own work (2.69 - 3.65); more active in exploring materials in the environment (2.73 - 3.62); and more able to protect their own interests while respecting the rights of others (2.92 - 3.54). Smaller gains were shown by the group on behaviours of the Emotional Stability and Group Participation Scales. The significant areas of development in the emotional stability of the children was a noticeable move from excitable to stable (2.92 - 3.69), and an increase in persistence in solving problems (2.62 - 3.35). In group participation skills, the children became more willing to take turns (2.92 - 3.69).

TABLE 12: Mean Rankings for Group on the Personal Behaviour Rating Scale, November Assessment, 1979

		1 2 3 4	
1.	Timid		Self-confident
2.	Constantly dependent		Self-reliant
3.	Needs continual help		Seeks help only when necessary
4.	Over-dependent on adult approval		Self-motivated
5.	Lacks confidence in efforts		Generally satisfied with own work
6.	Only uses a limited range of materials		Actively explores all materials in environment
7.	Rarely initiates activities for self		Can initiate and carry through activities alone
8.	Very rarely participates in creative activities		Highly creative and innovative
9.	Never takes part in dramatic play		Highly creative in dramatic play
10.	Unable to protect own interest: becomes bossy or aggressive		Able to protect own interests while respecting the rights of others
11.	Excitable		Stable
12.	Restless		Alert and interested
13.	Reacts strongly to changes in routine		Adjusts readily to changes in classroom routine
14.	Unable to organise working day		Can follow an independent work plan
15.	Rarely finishes task or moves rapidly from one task to another		Remains until task is completed
16.	Rarely seeks to solve problem on own		Is persistent in solving problems
17.	Unco-operative		Co-operative
18.	Cannot mix with group		Generally accepted by group
19.	Never shares		Always willing to share
20.	Always tries to be first		Will take turns
21.	Blames others		Accepts responsibility for own actions
22.	Continually tests limits		Understands reasons for rules and obeys them even when teacher is not present
23.	Avoids jobs		Takes share of classroom chores
24.	Leaves job uncompleted		Completes jobs without supervision

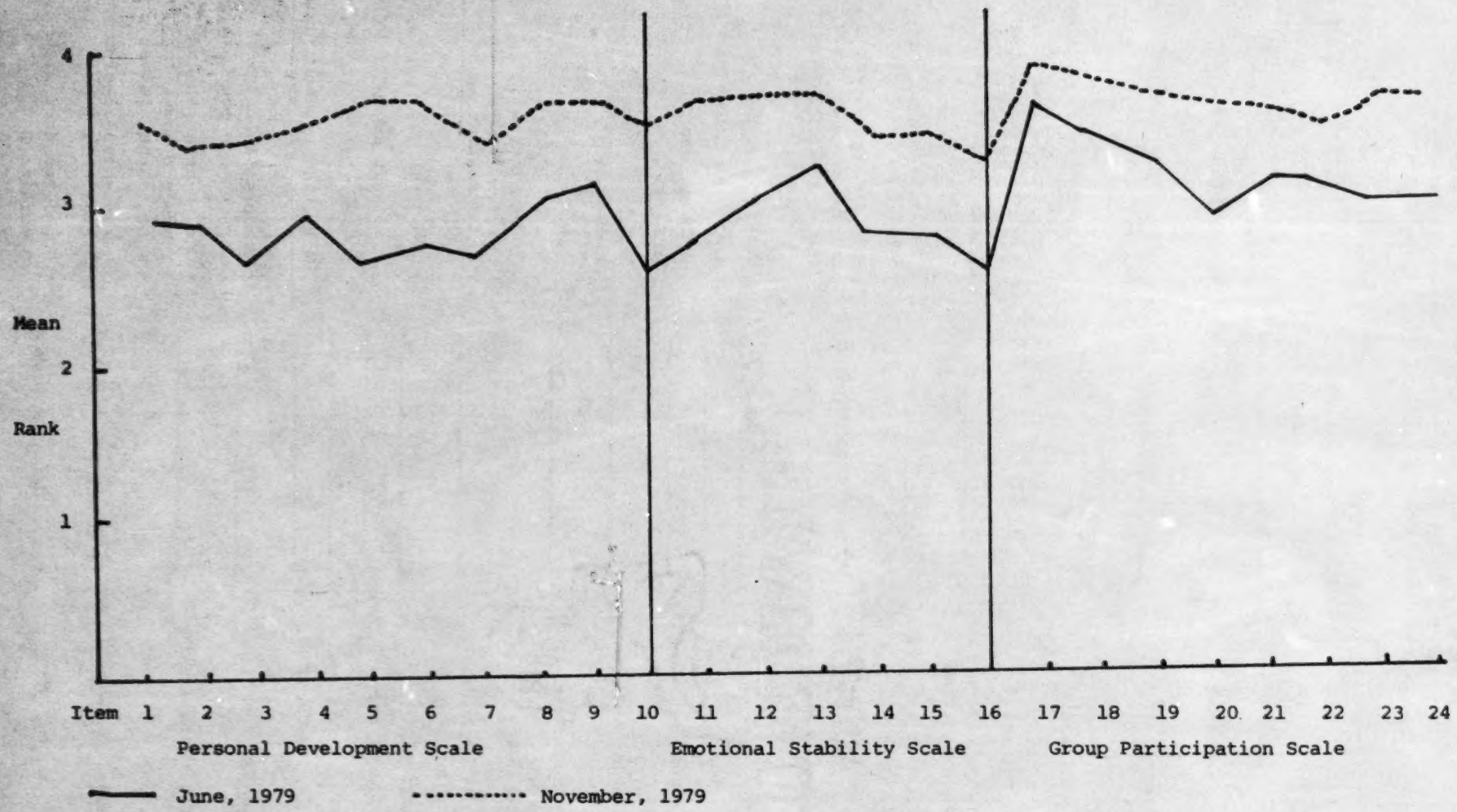


FIGURE 1: Contemporary Program - Mean Rank for Class Group, Items 1-24 Personal Behaviour Rating Scale.

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These results indicate that the children were developing competence in independent problem solving, interpersonal negotiation and group cooperation. All of these behaviours are considered important in the socio-emotional development of the child in the school setting.

Conclusion

In implementation the Contemporary program developed in breadth of interpretation over the two year period 1978-79. First efforts in implementation focussed on setting objectives and relating them to curriculum planning and classroom practices. Various strategies were tried and rejected until a format emphasising individual growth and freedom of choice for children within a lightly structured framework was finalised. In evaluation, the major summative effort was concentrated in the area of the socio-emotional growth of the children. This area was assessed using a rating scale devised for the purpose at the end of 1979. Formative evaluation was constantly used as a basis for day-to-day planning, with the child studies being especially important for this function.

The continuation of the Contemporary program into the Kindergarten and Year One levels of schooling provided an opportunity to assess the viability of the program within the setting of the primary school. The aims and emphases of the program proved compatible with those of the infants' school. However some problems were encountered in using a child-developmental approach to curriculum rather than a subject-centred one. It also allowed planning and teaching methods suitable to the Contemporary program to be used in the infants' school setting and compared to more 'traditional' methods. This was a useful professional exercise for all concerned.

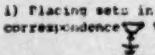
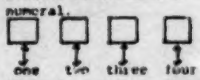
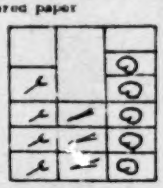
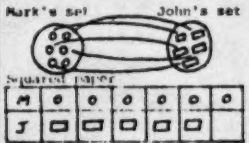
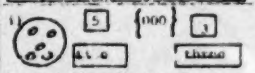
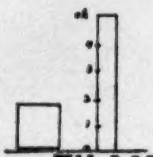
In evaluation, two features close to the philosophy of the Contemporary program were tried and assessed. Firstly, the use of child studies as the major planning device was developed and used successfully by teachers in individualising the school experiences of the children. Secondly, the long-term gains of the program were recognised and were, therefore summatively assessed at the end of the program.

The Contemporary program as implemented was accepted by the school and parents who capitalised on its strengths and worked to amend deficiences. Consequently, the program improved during implementation and prepared the children to tackle further experiences in school.

APPENDIX A

SAMPLE ACTIVITIES FOR THE MATHEMATICS PROGRAM FOR KINDERGARTEN AND YEAR ONE

Source: Williams, E.M. & Shuard, H. Primary Mathematics Today

Cognitive Area	Topic	Activities	Recording	Language
1. Classification	i) Collection of sets	i) Free collection of sets in the classroom, playground, home. Making sets of mixed objects. ii) Classification of children on basis of birthdays, beginning letters of names, etc.	i) Introduction of conventions in representing sets: enclosing members with 1) circle 2) brackets ii) Written descriptions (what set contains) (written descriptions) Record graphically	Children able to say: i) how set was made ii) what set contains Children able to make meaningful statements as to how sets were formed.
	ii) Comparison of sets	i) Form sets of one characteristic - compare sizes, composition. Classroom shop excellent medium for this activity. Children can form sets of packets and tins, spoons, straws, etc. ii) Matching sets: A special case of set comparison a) Cutting piece of paper into two pieces: find sets of two to match made set b) Sets made eg.egg cups,matching set of eggs made	i) Record graphically and and written situations ii) For every 'more than' story, corresponding 'less than' story should be given. Children represent pictorially. Write numeral alongside sets.	More than/less than same number as. Leads into talking about number in relation to sets: one more than/less than),two more than/less than),three more than (less than). Same number as equivalent. Set A matches, Set B
	iii) One-to-one correspondence	i) Placing sets in one-to-one correspondence  use variety of objects that form 'pairs' first-then mixed sets. eg. eggs-egg cups, spoons-cups, cups-saucers, straws-bottles, etc. ii) Counting sets: ie. setting up a one-to-one correspondence between each member of set and its numeral.  one two three four etc. NB.It is important that the child points to each object and count as he goes	Pictorial representation of sets	One-to-one correspondence.
2. Seriation	i) Comparison of several sets	i) Collection of a mixed set eg. outside objects, leaves etc. Sorted into sets of single classification. ii) Ordering of beads on an abacus. Ordering can go from fewest-most-fewest. Both experiences should be given. Extension:Make a matching set - each bead represents a counter. Make a matching set of counters.	Pictorially represented on squared paper 	Able to state: largest set, smallest set, those that match exactly
3. Numeration Pre requisite learning: child can compare and order sets, one-to-one correspondence	i) Matching sets	Making matching sets		Have the same number
	ii) Non-equivalent sets	Counting how many more each set has	Mark's set John's set 	one (two,three,etc.) more than. one (two,three,etc.) less than.
	iii)Matching numerals to (a) sets	a) Making of sets and matching numeral to them Making matching sets one-to-one correspondence. The same numeral applies to both sets.	 ii) Written reports of children's activities. "Mark collected a set of 5 blocks etc."	All numeral names: words and symbols
	(b) Structural apparatus	i) The principle of using length to represent number: Cuisenaire rods: begin with unit rod=1. All numbers greater than one are represented by repetition. b) unifix ii) Seriation of numbers using structural apparatus - building staircases progressively eg. four staircase: one-step iii) Matching of staircase to number line. Introduce zero (ground line of staircase)		staircase zero number line

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APPENDIX B

MT. DRUITT EARLY CHILDHOOD PROJECT

CONTEMPORARY PROGRAM

PERSONAL BEHAVIOUR RATING SCALE

YEAR 1

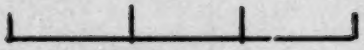
NAME: _____ AGE: _____ DATE: _____

A.	PERSONAL DEVELOPMENT		
1	Timid	|____|____|____|	Self-confident
2	Constantly dependent	|____|____|____|	Self-reliant
3	Needs continual help	|____|____|____|	Seeks help only when necessary
4	Over-dependent on adult approval	|____|____|____|	Self-motivated
5	Lacks confidence in efforts	|____|____|____|	Generally satisfied with own work
6	Only uses a limited range of materials	|____|____|____|	Actively explores all materials in environment
7	Rarely initiates activities for self	|____|____|____|	Can initiate & carry through activities alone
8	Very rarely participates in creative activities	|____|____|____|	Highly creative & innovative
9	Never takes part in dramatic play	|____|____|____|	Highly creative in dramatic play
10	Unable to protect own interest: becomes bossy or aggressive	|____|____|____|	Able to protect own interests while respecting the rights of others
B.	EMOTIONAL STABILITY/WORK HABITS		
11	Excitable	|____|____|____|	Stable
12	Restless	|____|____|____|	Alert & Interested
13	Reacts strongly to changes in routine	|____|____|____|	Adjusts readily to changes in classroom routine
14	Unable to organise working day	|____|____|____|	Can follow an independent work plan
15	Rarely finishes task or moves rapidly from one task to another	|____|____|____|	Remains until task is completed
16	Rarely seeks to solve problem on own	|____|____|____|	Is persistent in solving problems

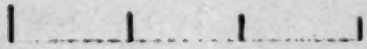
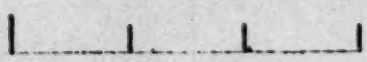
C. PARTICIPATION IN CLASSROOM LIFE

1. GROUP PARTICIPATION

- ☐ Plays alone
- ☐ Prefers one companion
- ☐ Works & plays well with others
- Plays mainly with same sex ☐
- opposite sex ☐

17	Unco-operative		Co-operative
18	Cannot mix with group		Generally accepted by group
19	Never shares		Always willing to share
20	Always tries to be first		Will take turns

2. DEPENDABILITY

21	Blames others		Accepts responsibility for own actions
22	Continually tests limits		Understands reasons for rules and obeys them even when teacher is not present
23	Avoids jobs		Takes share of classroom chores
24	Leaves job uncompleted		Completes jobs without supervision.

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APPENDIX C(a)

Means, Frequencies and Percentages for Items 1-24 on the Personal Behaviour Rating Scale (June Assessment)

Item	$\bar{X}$	Code							
		1		2		3		4	
		N	%	N	%	N	%	N	%
1	2.96	2	7.7	5	19.1	11	31.2	8	30.8
2	2.92	2	7.7	7	26.9	8	30.8	9	34.6
3	2.69	9	34.6	2	7.7	3	11.5	12	46.2
4	3.08	0	0.0	8	30.8	8	30.8	10	38.5
5	2.69	6	23.1	5	19.2	6	23.1	9	34.6
6	2.81	8	30.8	2	7.7	3	11.5	13	50.0
7	2.73	6	23.1	5	19.2	5	19.2	10	38.5
8	3.08	2	7.7	3	11.5	12	46.2	9	34.6
9	3.19	1	3.8	4	15.4	10	38.5	11	42.3
10	2.62	5	19.2	5	19.2	11	42.3	5	19.2
11	2.92	3	11.5	4	15.4	11	42.3	8	30.8
12	3.12	3	11.5	6	23.1	2	7.7	15	57.7
13	3.31	1	3.8	5	19.2	5	19.2	15	57.7
14	2.89	5	19.2	6	23.1	2	7.7	13	50.0
15	2.85	8	30.8	1	3.8	4	15.4	13	50.0
16	2.62	4	15.4	8	30.8	8	30.8	6	23.1
17	3.70	0	0.0	1	3.8	6	23.1	19	73.1
18	3.47	0	0.0	4	15.4	6	23.1	16	61.5
19	3.31	0	0.0	5	19.2	8	30.8	13	50.0
20	2.92	4	15.4	6	23.1	4	15.4	12	46.2
21	3.23	2	7.7	5	19.2	4	15.4	15	57.7
22	3.23	2	7.7	4	15.4	6	23.1	14	53.8
23	3.04	5	19.2	4	15.4	2	7.7	15	57.7
24	3,04	5	19.2	4	15.4	2	7.7	15	57.7

APPENDIX C(b)

Means, Frequencies and Percentages for Items 1-24 on the Personal Behaviour Rating Scale (November Assessment)

Item	$\bar{X}$	Code							
		1		2		3		4	
		N	%	N	%	N	%	N	%
1	3.54	0	0.0	3	11.5	6	23.1	17	65.4
2	3.42	0	0.0	3	11.5	9	34.6	14	53.8
3	3.46	1	3.8	2	7.7	7	26.9	16	61.5
4	3.54	1	3.8	2	7.7	5	19.2	18	69.2
5	3.65	1	3.8	1	3.8	4	15.4	20	76.9
6	3.62	0	0.0	2	7.7	6	23.1	18	69.2
7	3.46	0	0.0	3	11.5	8	30.8	15	57.7
8	3.62	0	0.0	0	0.0	10	38.5	16	61.5
9	3.62	0	0.0	1	3.8	8	30.8	17	65.4
10	3.54	0	0.0	2	7.7	8	30.8	16	61.5
11	3.69	0	0.0	1	3.8	6	23.1	19	73.1
12	3.73	0	0.0	0	0.0	7	26.9	19	73.1
13	3.73	0	0.0	0	0.0	7	26.9	19	73.1
14	3.42	1	3.8	3	11.5	6	23.1	16	61.5
15	3.50	1	3.8	1	3.8	8	30.8	16	61.5
16	3.35	0	0.0	2	7.7	13	50.0	11	42.3
17	3.89	0	0.0	0	0.0	3	11.5	23	88.5
18	3.77	0	0.0	0	0.0	6	23.1	20	76.9
19	3.73	0	0.0	1	3.8	5	19.2	20	76.9
20	3.69	1	3.8	0	0.0	5	19.2	20	76.9
21	3.65	1	3.8	1	3.8	4	15.4	20	76.9
22	3.58	0	0.0	3	11.5	5	19.2	18	69.2
23	3.69	1	3.8	1	3.8	3	11.5	21	80.8
24	3.69	1	3.8	1	3.8	3	11.5	21	80.8